# Whitecote Primary School

# Pupil Premium Policy

**Approved: March 2023** **Review: March 2026**

## Our vision

At Whitecote our pupils know that success comes with hard work and perseverance. Through teaching that goes beyond the curriculum, they are able to fulfil their potential and achieve. Once a Whitecote pupil, you are always a part of the Whitecote family.

Inspire, Nurture, Challenge

### 1. Aims

Our aims for Pupil Premium provision at Whitecote tie into our aims as a school. We believe that all children should have the chance to succeed, and that a pupil's background should never be a barrier to their success. Where barriers do exist, our role is to knock them down. We aim high, we want our pupils to aim high and we know that their aspirations must be forged in an atmosphere of mutual respect and care. The years our pupils spend with us at Whitecote are only a tiny proportion of their lives, and yet these years are crucial in determining their future success. The values, the passion for learning, the commitment and ambition that we instil at Whitecote will form the cornerstone of that success and it is our responsibility to make sure that all children have the tools to fashion their own paths to a bright and prosperous future. Pupil Premium funding represents a large part of our budget. This policy shows how it is spent to maximum effect.

### 2. Legislation and guidance

This policy is based on the Pupil Premium Conditions of Grant 2025–2026, as published by the Department for Education (DfE) and the Education and Skills Funding Agency. It also reflects current DfE guidance on the responsibilities of virtual school heads in relation to the pupil premium and the service premium. In addition, this policy has regard to the DfE's guidance on information that maintained schools are required to publish online.

### 3. Purpose of the grant

The government provides Pupil Premium funding to support pupils who may be at risk of underachievement due to disadvantage. This includes pupils who have been eligible for Free School Meals at any point in the last six years (known as Ever 6 FSM), children who are or have previously been looked after by the local authority, and children from service families. Schools receive a fixed amount of funding for each pupil who meets the eligibility criteria set by the government.

At Whitecote Primary School, Pupil Premium funding is targeted primarily at improving the attainment, progress and wider outcomes of eligible disadvantaged pupils. Currently, approximately 47% of our pupils attract Pupil Premium funding, although this figure may change from year to year. The school is accountable for ensuring this funding is used effectively and strategically, and decisions about spending are informed by evidence-based approaches, including the recommendations of the Education Endowment Foundation (EEF), in order to have the greatest possible impact.

The impact of this funding is evaluated regularly and reported annually through the school's published Pupil Premium Strategy Statement.

## 4. Use of the grant

It is important to recognise that there is no single barrier that prevents children from achieving their full potential. Barriers to learning can be complex and may vary over time. These may include:

- variable levels of support at home
- limited access to enriching experiences
- delayed language development or a narrower vocabulary
- increased social, emotional or behavioural needs
- complex family circumstances
- low confidence or resilience
- attendance and punctuality issues
- exceptional skills or talents which have not yet been fully identified or nurtured

There is no simple solution. When determining the most effective use of Pupil Premium funding, we consider the individual and varying needs of our pupils carefully in order to provide targeted and responsive support.

We ensure that all teaching staff are involved in the analysis of data and the identification of pupils' needs, so that staff have a clear understanding of strengths and areas for development across the school. This collaborative approach supports consistent, high-quality provision and helps ensure that Pupil Premium funding is used effectively to improve outcomes for disadvantaged pupils.

We also:

- ensure that teaching and learning opportunities meet the needs of all pupils
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, including assessing and addressing the needs of disadvantaged pupils
- recognise that not all pupils who are eligible for Free School Meals experience disadvantage in the same way or to the same degree
- recognise that some pupils who experience disadvantage may not be eligible for Free School Meals
- ensure that Pupil Premium funding is allocated following a detailed needs analysis that identifies priority classes, groups or individuals

Pupil Premium funding is used primarily to support pupils who meet the eligibility criteria. In some cases, funding may be used to support wider strategies that benefit other pupils, where there is clear evidence that this improves outcomes for disadvantaged pupils.

Due to limited funding and resources, not all pupils eligible for Pupil Premium will receive additional interventions at the same time; however, all eligible pupils benefit from high-quality teaching and targeted support.

## 5. Provision

The range of provision the governors may consider making for disadvantaged pupils includes:

- small-group support led by an experienced teacher or trained teaching assistant, focused on addressing gaps in learning
- one-to-one support where appropriate
- targeted tutoring, including school-led tuition where available
- additional teaching and learning opportunities delivered by trained teaching assistants or external professionals
- time-limited catch-up interventions, including before or after school where appropriate
- strategies aimed at accelerating progress and supporting pupils to achieve at least age-related expectations
- targeted support for disadvantaged pupils with high prior attainment to ensure they fulfil their academic potential
- additional support to ensure a successful transition from primary to secondary education
- access to specialist resources, including learning software, where this supports improved outcomes
- support to remove or reduce financial barriers to participation in educational visits, enrichment activities and residential experiences
- targeted physical education, music or behavioural support where this meets identified needs
- engagement with parents and carers to ensure their views contribute to identifying and supporting their child's needs

All Pupil Premium funding is allocated following a detailed needs analysis and is reviewed regularly to ensure it is having the greatest possible impact.

## 6. Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Our staff maintain high expectations for all pupils. Where performance is lower than expected, we work collaboratively to identify barriers to learning and put effective support in place. Where pupils are making secure progress, we continue to challenge them to achieve their full potential.

- All staff are involved in the analysis of pupil progress and outcomes.
- Staff understand their role in supporting disadvantaged pupils and are aware of the barriers these pupils may face.
- Robust systems are in place to enable early identification of pupils who are at risk of underachievement.

- Underachievement is addressed across the full attainment range, including pupils with high prior attainment who could make further progress.
- Support is targeted according to need, recognising that not all disadvantaged pupils will have low attainment.

Research evidence consistently shows that disadvantaged pupils benefit most from high-quality teaching. At Whitecote Primary School, we ensure that all pupils benefit from consistently good teaching, with a continued focus on improving practice across the school. This is achieved through:

- setting high expectations and ambitious targets for all pupils
- addressing variation in outcomes within the school
- implementing a feedback and marking approach that supports progress
- providing targeted, high-quality professional development for staff
- strengthening assessment through moderation activities within school and in collaboration with other local schools

At Whitecote Primary School, we believe that the most effective support is that which is carefully targeted to the individual needs of pupils.

- Regular assessment, staff expertise, leadership oversight and specialist input from external agencies are used to identify barriers to learning.
- Targeted interventions are planned in response to identified need and are reviewed regularly for impact. These may be delivered by teachers, teaching assistants, specialist staff or external professionals.
- Time is provided to ensure effective communication between teachers and support staff.
- We work in partnership with parents and carers to support pupils, including offering guidance around attendance, punctuality and wider family circumstances where appropriate.

## 7. Eligible pupils

Pupils eligible for Pupil Premium funding fall into the following categories, as set out in the Department for Education's Conditions of Grant.

**Ever 6 Free School Meals (FSM)**
Pupils recorded in the most recent October school census who have been eligible for Free School Meals at any point in the previous six years (known as Ever 6 FSM). This includes pupils who first become eligible in the most recent census. This does not include pupils who receive Universal Infant Free School Meals only, unless they would otherwise be eligible.

**Children looked after by the local authority**
Pupils who are currently in the care of, or provided with accommodation by, a local authority in England or Wales for at least one day.

**Previously looked after children (Post-Looked After Children)**
Pupils who were previously looked after by a local authority in England or Wales and have since left care through:

- adoption, or
- a special guardianship order, or
- a child arrangements order.

**Ever 6 Service children**
Pupils recorded in the most recent October school census who:

- have a parent serving in the regular armed forces
- have been registered as a service child at any point in the previous six years
- are in receipt of a child pension from the Ministry of Defence due to the death of a parent while serving in the armed forces

## 8. Reporting

The headteacher, or a delegated member of staff, is responsible for producing the school's Pupil Premium Strategy Statement, using the Department for Education's published template, and ensuring it is published on the school website.

In addition, the headteacher will provide regular reports to the Governing Body, which will include:

- information on the progress and outcomes of disadvantaged pupils, including trends over time and by year group where appropriate
- an overview of the provision and strategies implemented since the previous meeting
- evaluation of the impact of Pupil Premium spending, including how barriers to learning are being addressed

The governing body will ensure that the school publishes an annual Pupil Premium Strategy Statement on the school website, in line with Department for Education guidance on what maintained schools must publish online. This ensures transparency and enables parents and the Department for Education to see how Pupil Premium funding is being used to improve outcomes for disadvantaged pupils.

## 9. Roles and Responsibilities

**The headteacher and senior leadership team are responsible for:**

- keeping this policy up to date and ensuring it is implemented consistently across the school
- ensuring all staff understand their role in raising the attainment and improving the outcomes of disadvantaged pupils, including those from service families
- planning Pupil Premium spending and reviewing this regularly using an evidence-based approach, working with the Virtual School Head where appropriate

- monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of spending
- reporting regularly to the governing board on the use and impact of Pupil Premium funding
- publishing the school's annual Pupil Premium Strategy Statement on the school website, in line with Department for Education requirements
- ensuring staff receive appropriate training to support disadvantaged pupils and raise achievement

**The governing board is responsible for:**

- holding the headteacher to account for the effective implementation of this policy
- ensuring Pupil Premium funding is used appropriately and in line with the Conditions of Grant
- monitoring the attainment and progress of disadvantaged pupils to evaluate the impact and effectiveness of Pupil Premium spending
- ensuring value for money in the use of Pupil Premium funding
- providing appropriate challenge to ensure funding is used in the most effective way
- setting the school's ethos and values around inclusion and support for disadvantaged pupils

**All school staff are responsible for:**

- implementing this policy on a day-to-day basis
- setting high expectations for all pupils, including those eligible for the Pupil Premium
- identifying pupils whose progress is not improving in response to interventions and raising concerns with senior leaders
- sharing effective practice to support improved outcomes for disadvantaged pupils

**Virtual School Heads are responsible for:**

- promoting the educational achievement of children looked after by the local authority and previously looked after children
- working with schools to advise on the effective use of Pupil Premium Plus funding for children looked after and previously looked after children
- contributing to the development and quality of Personal Education Plans for children looked after
- ensuring that Pupil Premium Plus funding is used in a timely and effective way to meet identified needs
- supporting schools to demonstrate the impact of funding on outcomes for eligible pupils